



Lesson Plan

Topic: Understanding the Research and Writing Process

Timeframe: 3 sessions of approximately 50 minutes each

Objective:

By the end of this lesson, students will have a thorough understanding of the research and writing process, including the differences between a thesis and a dissertation, the role of a supervisor, and the importance of attending research seminars, conferences, etc. at the university level.

Session 1:

1. Introduction (5 minutes)

- Begin by introducing the topic and its significance in academic life.
- Explain that this lesson will cover three main subtopics related to research and writing process.

2. Difference between a Thesis and a Dissertation (15 minutes)

- Presentation: Provide a PowerPoint presentation or visual aid explaining the key differences between a thesis and dissertation.
- Discussion: Engage students in a discussion about why these differences matter, emphasizing how awareness of these distinctions will help students in their academic journey.

3. Activity: Identify Thesis/Dissertation Characteristics (20 minutes)

- Divide students into small groups.
- Provide each group with printed examples of academic papers or excerpts from various disciplines.



- Ask them to identify whether each example represents a thesis or dissertation based on established characteristics.
- Reconvene as a whole class to discuss their findings.

4. Quizzes: Thesis vs. Dissertation (10 minutes)

- Distribute quizzes with multiple-choice questions testing comprehension of the presented material.
- Discuss answers and provide explanations for any misconceptions.

Session 2:

1. Choosing and Using Your Supervisor (15 minutes)

- Presentation: Explain who supervisors are, their role, responsibilities, and how they can guide students throughout their research process.
- Interactive Discussion: Encourage students to share any personal experiences with supervisors or questions they may have regarding this topic.

2. Activity: Ideal Supervisor Qualities (20 minutes)

- Divide students into small groups again.
- Instruct each group to brainstorm and write down the qualities they believe an ideal supervisor should possess.
- Groups should nominate a spokesperson to present their findings to the rest of the class.

3. Experiment: Simulate Supervisor-Student Meeting (15 minutes)

- Pair students and assign roles; one as a student and another as a supervisor.
- Provide scenario cards with different research-related issues or questions for role-playing.



- Each pair will conduct a simulated meeting while addressing the given scenarios.
 - Allow time for pairs to debrief and discuss their experiences.

Session 3:

1. Attending Research Seminars, Conferences, etc. at University level (10 minutes)

- Presentation: Explain the importance of attending research seminars, conferences, and other university-level events for academic growth, networking opportunities, and professional development.

2. Activity: Event Recommendations (20 minutes)

- Divide students into pairs or small groups.
- Instruct them to research upcoming research seminars or conferences relevant to their fields of interest using university resources or online platforms.
- Each group will present their findings and make recommendations to attend specific events.

3. Differentiation & Extension Activities:

- For advanced students: Assign additional readings exploring recent trends in research methodologies or writing processes.
- For struggling students: Provide extra guidance and support by offering sample templates for thesis/dissertation writing outlines and emphasizing the importance of time management.

Conclusion (5 minutes)

- Recap the main points discussed throughout the lesson plan.
- Encourage students to continue developing their awareness of research practices by actively engaging with supervisors, attending relevant academic events, and staying updated with current research trends in their respective fields.



Note: The lesson plan can be adjusted based on the specific time availability for each session.